



REP AWARDS

Eighteen campus programs were awarded an average of less than \$50,000 each for a year by the U.S. Department of Education (ED) to develop different ways of making postsecondary education accessible (and successful) for disabled students. The awards total over \$770,000 and are part of the Regional Education Programs for Deaf and other Handicapped Persons of ED. Regional Education Programs were established by congress in 1975, and amended a year later, specifically to provide funding to postsecondary institutions for the education of disabled students. "This year the competition for the funds was extremely stiff. Over 150 proposals were reviewed by well qualified Review Panels," said REP Director Dr. Joseph Rosenstein. The competitive nature of the awards allows the Review Panels to select the most creative and best administered programs. To receive information regarding the next award competition, request application materials for Regional Education Programs from Dr. Joseph Rosenstein, REP/OSERS Room 3121, U.S. Department of ED, 400 Maryland Avenue, SW, Washington, DC 20202.

AWARDS

Institution, State, Program Focus

California State University Long Beach, CA—*learning disabled.*

Mitchell College, CN—*learning disabled.*

Miami-Dade Community College, FL—*all disabilities.*

Waubensee Community College, IL—*hearing impaired.*

Johnson County Community College, KS—*all disabilities.*

University of Kansas, KS—*learning disabled.*

University of Massachusetts-Boston, MA—*all disabilities.*

Muskingum County MR Program, MI—*mentally retarded.*

Normandale Community College, MN—*all disabilities.*

Baruch College, CUNY, NY—*visually impaired.*

BOCES of Nassau County, NY—*hearing impaired and others.*

Joseph Bulova School, NY—*orthopedically and others.*

LaGuardia Community College, NY—*hearing impaired.*

Central Piedmont Community College, NC—*learning disabled.*

Western Piedmont Community College, NC—*hearing impaired.*

Wright State University, OH—*all disabilities.*

Pennsylvania State University, PA—*hearing impaired.*

Utah State University, UT—*hearing impaired.*

Federally Funded Programs for Disabled Students: Models for Postsecondary Campuses is a recently completed study of 15 programs funded by the Regional Education Programs and published by the American Council on Education. Authors William Anderson, Rhona Hartman, and Martha Redden describe in detail each of the 14 campus programs. They selected from the descriptions a set of "Recommendations for an Effective Program." The book will be useful to a variety of audiences including campus administrators, service providers, counselors, federal/state/local government officials, foundation grant administrators, and higher education specialists. *Federally Funded Programs* is available from the HEATH/Closer Look Resource Center.

HEATH PUBLICATIONS

Five books were published this summer, the outcome of some of the other activities of Project HEATH (Higher Education and the Handicapped). The American Council on Education created HEATH in 1977 to coordinate the technical assistance which the higher education associations could provide for their members to make campus and programs accessible to qualified disabled people. Since then, the Council through HEATH has worked with 24 higher education associations, as well as national consumer organizations and federal government agencies to sponsor and participate in national conferences and workshops; prepare policy background information for the Department of Education; publish books, pamphlets, directories, and newsletters; and train a national HEATH Technical Assistance Corps of people. During the past two and a half years the activities of four higher education associations resulted in the publication of the five books. An annotated list of all HEATH publications,

INFORMATION FROM

Higher Education and the Handicapped / Closer Look Resource Center
a national clearinghouse on postsecondary education for disabled people
a program of the American Council on Education funded by the U.S. Department of Education

HEATH/Closer Look RESOURCE CENTER

Box 1492, Washington, DC 20013
202/833-4707
(Voice/TTY)

with ordering information, is available from the HEATH/Closer Look Resource Center.

Access for Handicapped Students to Higher Education: A Reference Handbook, by Philip S. Jastrum and Guy M. McComb, III is a publication of the American Association of University Professors. The book is directed to faculty and administrators and includes pertinent federal regulations and other legal considerations, a reference listing of faculty resource persons, as well as presentations that the authors, Neil Hoffman, Al De Graff, and Robert Carothers, made at the 1979-80 series of workshops held nationally as part of Project HEATH. Available from HEATH/Closer Look Resource Center.

Educators with Disabilities: A Resource Guide, by Joanne Gilmore and Diane Merchant is a publication of the American Association of Colleges for Teacher Education. The book presents contributions that people with disabilities are making to the field of education. Over 900 educators participated in the study which documents their experiences becoming a teacher and on the job. Each educator listed in the 115-page directory has agreed to act as a resource to school government organizations as well as disabled potential educators. Photographs illustrate the text. Available for \$5.50 from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. (Stock No. 065-000-00104.)

Management of Accessibility for Handicapped Students in Higher Education is a publication of the National Association of College and University Business Officers. This comprehensive management guide for addressing accessibility related issues during the 1980's includes four parts: Overview of Planning is based on a series of site-visits and interviews with administrators, Characteristics of Handicapped Population—a summary of profiles from extant data bases, Data on Facilities Modification Expenditures, and a Prototype for an Assistive Device Directory for colleges and universities. Appendices list sources of Assistive Devices, Services, and Information Resources. Available for \$6.00 from Superintendent of Documents, Government Printing Office, Washington, DC 20402. (Stock No. 06500000108-0.) Copies have been distributed to campus Presidents.

Modifying the Existing Campus Building for Accessibility: Accessible Products Catalogue and Construction Guidelines and Specifications, by Stephen Cotler are published by the Association of Physical Plant Administrators. These two books are addressed to those responsible for modifying existing campus structures for accessibility or planning new ones. The 89-page *Guidelines* covers the site, entrance, doors, and interior path of travel utilizing criteria to determine accessibility for persons with mobility limitations. The *Catalogue* lists over 50 products made by more than 100 companies which

can be used to achieve the design recommendations in the Guidelines. Limited number available from HEATH/Closer Look Resource Center.

OPPORTUNITIES IN SCIENCE ■

"Knowledge about laboratory and computer sciences is a basic tool of educated people. Chemistry, physics, biology should be open to all to explore, and certainly accessible to those who wish to pursue a study in depth. Careers requiring some scientific background are varied and can be performed well by people with disabilities who have an aptitude for science. Too many educators and advisors screen disabled people out of the sciences. Few IEP's for children have a science component and so these kids are unprepared to study it as adults," says Dr. Martha Ross Redden Director of the Program on the Handicapped, Office of Opportunities in Science at the American Association for the Advancement in Science (AAAS). Through the efforts of AAAS and with help from the National Science Foundation over the last few years several useful documents have been published by AAAS which illustrate that disabled people do contribute to the scientific community (*Resource Directory of Handicapped Scientists*), career possibilities exist for people with varying amounts of academic preparation in the sciences (*Scientific and Engineering Societies: Resources for Career Planning*) and disabled people can and do participate in conferences and workshops to share their knowledge as well as learn (*Barrier Free Meetings: A Guide for Professional Associations*). For more information about the books mentioned above, workshops, and other activities, write to AAAS, Opportunities for the Handicapped in Science, 1776 Massachusetts Avenue, Washington, DC 20036.

Teaching Chemistry to Physically Handicapped Students, a manual from the American Chemical Society, is an outgrowth of work discussed above and is now available. The 42-page booklet gives specific information about teaching chemistry in the classroom, in the laboratory, as well as discussing laboratory safety and methods of testing and evaluating student progress. Much of the information and adaptations are equally pertinent to teaching other laboratory sciences. *Teaching Chemistry to Physically Handicapped Students* is available free by request to American Chemical Society Department of Educational Activities, 1155 Sixteenth Street, NW, Washington DC 20036. (202) 872-4600.

University of California, Irvine (UCI) has just published *Careers in Science*, two pamphlets subtitled: *Is it for You? A Guide for Handicapped Students*, and *A Guide for the Counselors, Teachers, and Parents of*

Students with Disabilities. Both are rich with photographs and supporting documentation about how people with different disabilities can succeed in the sciences and some of the minimal adaptations which can be made so that a disabled student can participate in the study of science. Examples of careers which science degree recipients pursue and some of the support services which many campuses offer to help disabled students succeed are included. The National Science Foundation supported the project which led to the publications. The project itself was a model program for educational institutions and others to encourage handicapped students to consider scientific careers. It included outreach visits by disabled UCI science majors to high schools and community colleges, invitations to interested disabled students to visit the Irvine campus and attend a series of mini-workshops, and participation of employers who have hired disabled science degree recipients. Single copies of each pamphlet are free, additional copies are \$3.00 each from University of California, Irvine, Career Planning, and Placement Center, Irvine, CA 92717. (714) 833-6881.

CAMPUS HIGHLIGHTS

IDEA HANDBOOK

1981 Handbook for Colleges and Universities: Educational Opportunities for Handicapped Students, by S.G. Tickton, W.A. Kinder, and A.S. Foley has just been published by the Academy for Educational Development. The book is a compendium of innovative approaches, practical ideas, and notable programs to provide or improve educational and career opportunities for physically, mentally, and developmentally disabled persons on American campuses. The authors have included information from about 150 schools and arranged the 12 chapters according to ideas for a type of service, such as Ideas on Orienting Disabled Students, Establishing Support Services, Training Personnel, Adapting Technology, and Raising Funds. See the May 1981 issue of this newsletter for details about the Certificate of Achievement which the Academy awarded to twelve of the 150 schools included in the Handbook. Request a copy of the Handbook from the HEATH/Closer Look Resource Center.

VIBRATING ALARM SYSTEM

Winthrop College, SC was among the 47 winners of the 1981 NACUBO/U.S. Steel Foundation Cost Reduction Incentive Award for installing a vibrating alarm for hearing impaired students. Fire protection for persons with impaired hearing often may not receive adequate attention at institutions because conventional systems of flashing lights or fans tied to the existing alarm system

are expensive. Winthrop College solved the problem by issuing a vibrating page unit to those with impaired hearing. The units are connected via base radio to the existing pull box alarm system. Thus when the alarm is pulled, the individual's pager vibrates. The initial investment was 21 times LESS than the initial costs of a flashing light system and maintenance and inventory are far less costly than an alternative system. Savings amounted to \$144,000 a year. The greatest value, however, lies in the increased safety factor for those with impaired hearing. Since airwaves are used in the alarm system, there is no danger of wire failure or disability by fire and equipment is always with the user who is not dependent on seeing flashing lights or fans to receive a warning.

POSTER PROJECT

Attitudinal Awareness Posters (set of seven) is the outcome of a unique partnership between the Art Department and the Supportive Services Program at University of Minnesota/Duluth. Coordinator John Kulick's office gathered information from a series of barrier-awareness booklets, worked with the UMD students from the Graphic and Commercial Art course who volunteered to develop pictorial products to illustrate the concepts. For example, "Myth: Wheelchair riders are not healthy. Fact: The use of a wheelchair does not automatically imply illness and many disabilities have no accompanying health problems," is illustrated by a wheelchair racer outdistancing a jogger. The posters are black and white, 18" x 24" and are available for \$35.00 for one set from Handicapped Student Services, UMD, Library 134, Duluth, MN 55812. Price includes postage and handling. Write to same for price for quantity orders.

NEW RESOURCES FROM HEATH/CLOSER LOOK

Staff Susan Sorrells and Maxine Krulwich have prepared two annotated bibliographies which contain over 30 carefully selected books, pamphlets, and papers. "Are You Looking for Information About Postsecondary Education?" is geared to consumers. Such questions as "How do I plan ahead and make a career choice?" are answered by a set of annotations. "Looking for Ways to Serve Disabled Students More Effectively?" is aimed at professionals and alphabetically lists the annotated resources. Susan Sorrells has also prepared "Education Beyond High School—The Choice is Yours," a fact sheet which discusses the various types of postsecondary education available today, general requirements for each, and things to consider before making a choice. Rhona Hartman, with the assistance of several others, has written "Strategies for Advising Disabled Students," a fact sheet intended for parents, counselors, rehabilita-

tion people, faculty and others. "Community Colleges and Handicapped Students—Concerns and Resources" is a fact sheet to help those responsible for effectively serving the college and community. With the assistance of Nancy Geyer, our summer intern from Montgomery College and Wells College, we now have available "The Learning Disabled Adult and Postsecondary Education" which describes a variety of types of support for LD adults which are available on American campuses, lists some self-help groups, and some publications. Single copies of the annotated bibliographies and fact sheets are available from the HEATH/Closer Look Resource Center.

SAMPLE INQUIRIES

The Center receives many letters requesting a variety of information. The sample questions and answers that follow may encourage you to write or call about issues of concern.

Q. We are having a conference on Technology and the Handicapped to which we expect about 75 participants. Do you have any materials or suggestions which might help?

A. The Center will send you our *Accessible Conference Kit* which has over 18 pamphlets, publication lists, hospitality tips, and the *Barrier Free Meeting* book which can help you plan the meeting. In addition the Center will send you enough *HEATH Resource Directories* to distribute, information and ordering details about the other HEATH publications, some HEATH/Closer Look Resource Center brochures, and sign-up sheets for your participants who might wish to receive this newsletter.

Q. I am a blind law student in Texas. Where, other than Recording for the Blind, can I get my books taped or brailled quickly?

A. The National Federation of the Blind says that there are few resources other than RFB. The best idea is to call the National Library Service, (800) 424-8567 and get a list of the volunteer groups which do record. The NLS 800 number is a switchboard at which you leave your name and number for a librarian to return your call.

Q. Is there a list of accessible technical schools, colleges and universities in the Southeast? We here at the State Learning Resource System would like to circulate it to our counselors so they can know where to refer handicapped students.

A. There is no list. Today many schools are accessible and provide support services to students with various

disabilities. It is important to provide some sensitivity training to the state's counselors and some accurate information about focusing on a student's abilities and strengths. The Center will send "Strategies for Advising Disabled Students for Postsecondary Education"—a fact sheet, which you may duplicate and use in your training. In addition the Center will send you the annotated bibliographies and a *HEATH Resource Directory*. As you plan your training, our staff will be glad to assist or you might select a nearby consultant from the *HEATH Technical Assistance Corps Directory* which is included in our response packet.

Q. Two weeks ago I was appointed Coordinator of Student Special Services. I will be concerned with minority, disadvantaged, older, and returning students as well as those with disabilities. Do you have any material which will help me do my job better?

A. After several calls like yours we have developed a New Staff/New Program packet which contains a number of fact sheets, annotated listings, brochures about significant national organizations, and information about federal regulations and functional disabilities. Reviewing these materials will help you work well with disabled people and will probably be pertinent to serving your other special populations as well.

Q. I am a senior in high school and I have to decide where to go next year for training so I can get a job. I like mechanics, but since I am in a wheelchair, I am not sure what mechanical jobs I could train for.

A. Many young people have written to the Center with questions like yours. In response, we are sending you our new fact sheet, "Education Beyond High School: The Choice is Yours." It has clear descriptions of the kinds of vocational programs you will have to consider. The State Agency List, enclosed, has the names and addresses of those offices in your state which have information about postsecondary education. The Community College office listed can tell you about specific local programs, and the Vocational Rehabilitation agency can tell you whether or not you qualify for personal services related to your disability and other information which may be useful.

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